

Mansfield Public Schools  
Spanish Language Program  
Curriculum Maps Grades 2 – 4

Created by FLES Team

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## Communication

*Communicate in Languages Other Than English*

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

## Cultures

*Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## Connections

*Connect with Other Disciplines and Acquire Information*

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

## Comparisons

*Develop Insight into the Nature of Language and Culture*

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

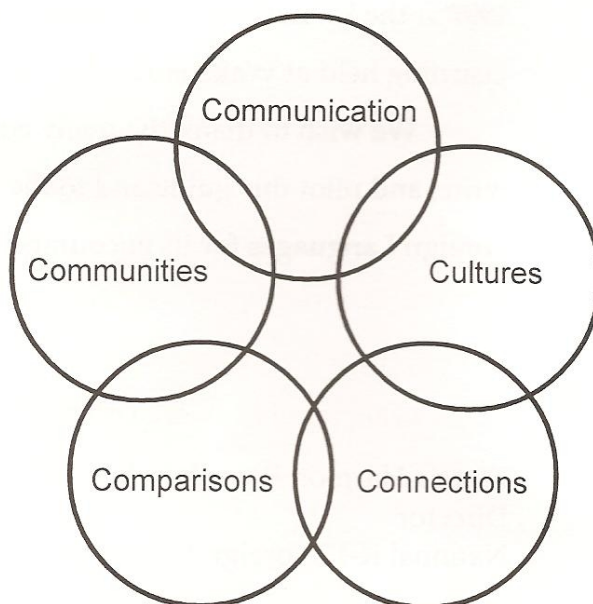
**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## Communities

*Participate in Multilingual Communities at Home and Around the World*

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.



## Mansfield Public Schools – Spanish Language Program Curriculum Map – Grade 2

### Language and Culture of Mexico and the Caribbean

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
Continuous Language Focus	<p style="text-align: center;">Calendar with month songs, weather, numbers</p> <p style="text-align: center;">Review of previous language functions and with warm-ups</p>				
Themes:	<p style="text-align: center;">In the Classroom</p> <p style="text-align: center;">Greetings &amp; Farewells</p> <p style="text-align: center;">Monarch Butterfly Migration</p> <p style="text-align: center;">Pumpkins and Day of the Dead</p>	<p style="text-align: center;">The <i>Táinos</i> of Puerto Rico</p> <p style="text-align: center;">Special Classes and Calendar</p> <p style="text-align: center;">The Celebration of <i>Las Posadas</i></p>	<p style="text-align: center;">What do you like?</p> <p style="text-align: center;">Carnival in Puerto Rico</p>	<p style="text-align: center;">The Geography of Puerto Rico</p>	<p style="text-align: center;">The Hungry Caterpillar</p>
Standard	<p style="text-align: center;"><b>Communication - Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p>				
Vocabulary	<p style="text-align: center;">Classroom Objects</p> <p style="text-align: center;">Courtesy Words</p> <p style="text-align: center;">Greetings &amp; Farewells</p> <p style="text-align: center;">Butterfly Stages</p>	<p style="text-align: center;"><i>Hace</i> Weather Expressions</p> <p style="text-align: center;"><i>Guanín</i> Symbols</p> <p style="text-align: center;">Days of the Week</p> <p style="text-align: center;">Specials Classes Names</p>	<p style="text-align: center;">Action Verbs</p> <p style="text-align: center;">Pet/Animals</p> <p style="text-align: center;">Special Classes with Verbs</p> <p style="text-align: center;"><i>Vejigante</i> Mask</p>	<p style="text-align: center;">Prepositions / Location</p> <p style="text-align: center;">Geography</p>	<p style="text-align: center;">Days of the Week Review</p> <p style="text-align: center;">Fruit and some foods</p> <p style="text-align: center;">Butterfly Stages</p> <p style="text-align: center;">Parts of Face Review</p>

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
	Ordinal Numbers  Colors  Shapes   Feelings  Parts of the Face/Head  Numbers 0-10	<i>Las Posadas</i> Words  Number Review	Descriptions  Color Review		
Assessment Tools and Activities  Includes Reading, Writing, Speaking, and Listening	<ul style="list-style-type: none"> <li>Play Classroom Memory game and Classroom Go Fish game (R, L, S)</li> <li>Express wants and needs by asking for different classroom objects (S, L)</li> <li>Read and copy greetings and farewells for door hanger (W, R)</li> <li>Play <i>Pin, Pon, Papas</i> to reinforce the life cycle of the butterfly (S, L)</li> <li>Present sugar skulls to peers (S, L)</li> </ul>	<ul style="list-style-type: none"> <li>Present <i>Guanín</i> to peers (S,L)</li> <li>Make connections between words and illustrations (R)</li> <li>Read and copy specials class words and days of the week to complete sentences (R, W)</li> <li>Listen to, imitate and use correct gestures in song and activities (L, S)</li> <li>Read and select correct responses to questions about <i>Las Posadas</i> (R)</li> </ul>	<ul style="list-style-type: none"> <li>Listen to, imitate and use correct gestures in song and for verbs (L, S)</li> <li>Expresses likes and dislikes (S, W)</li> <li>Present book page to class (R, S)</li> <li>Listen to and imitate chants (S, L)</li> <li>Present masks to peers (R, S)</li> <li>Listen to and predict the pattern of story (L, S)</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and provide information in pairs to determine similarities and differences in maps (L, S)</li> <li>Create silly sentences about location of objects on map (S, L)</li> <li>Present page in class book (S, L)</li> <li>Create individual book about Puerto Rico (W, R)</li> </ul>	<ul style="list-style-type: none"> <li>Listen to, imitate and use correct gestures in story (L, S)</li> <li>Create and describe a face made from fruit to peer (L, W, R, S)</li> <li>Perform the play of <u>The Hungry Caterpillar</u> (S, L)</li> <li>Play “Five Questions” (20 questions) to guess the fruit you are thinking of (L, S)</li> </ul>
Standard	<b>Cultures – Students will demonstrate an understanding of the relationship between the practices and perspectives of the different Hispanic cultures.</b>				
Practices and	Listen to and respond to songs, stories and rhymes	Listen to and respond to songs, stories and rhymes	Listen to and respond to songs, stories and rhymes	Listen to and respond to songs, stories and rhymes	Listen to and respond to songs, stories and rhymes

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
<p>Perspectives</p> <p>Products and Perspectives</p>	<ul style="list-style-type: none"> <li>Identify and describe classroom objects within authentic pictures of Mexican classrooms</li> <li>Understand the work to protect of the Monarch Butterflies</li> <li>Gain an understanding of life in rural Mexico via the Journey North project</li> <li>Recognize and describe the flag of Mexico</li> <li>Participate in an authentic Mexican game to practice life cycle vocabulary (<i>Pin, Pon, Papas/Rock, Paper, Scissors</i>)</li> <li>Create sugar skulls</li> </ul>	<ul style="list-style-type: none"> <li>Create a <i>Guanín</i> necklace with authentic <i>Taíno</i> Symbols</li> <li>Compare school day with Dominican Republic</li> <li>Compare similarities and differences in the calendar i.e. the first day of the week</li> <li>Name and explain the Mexican traditions of the Posada holiday</li> <li>Create a <i>piñata</i></li> </ul>	<ul style="list-style-type: none"> <li>Read and experience dance of Cuba (<i>Me llamo Celia</i> Book)</li> <li>Participate in Salsa the dance and experience salsa the food</li> <li>Compare and contrast pets of the Caribbean and Connecticut</li> <li>Create and describe <i>Vejigante</i> Mask</li> <li>Listen to and share in reading “<i>Vejigante</i>” story</li> <li>Identify and experience the traditions of <i>Carnaval</i></li> <li>Perform <i>Vejigante Carnaval</i> Chants</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the geographical features of CT with Puerto Rico</li> <li>Experience the authentic Puerto Rican food - <i>tostones</i></li> <li>Listen to and perform Puerto Rican <i>Coquí</i> song</li> <li>Listen to and perform <i>Qué Bonita Bandera</i> song celebrating the Puerto Rican flag</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the tropical fruits of the Caribbean and the fruits of Connecticut</li> <li>Promote the protection of the Monarch Butterflies and gain an understanding of life in rural Mexico via the Journey North project</li> </ul>
Standard	<b>Connections – Students will reinforce and further their knowledge of the other disciplines through Spanish.</b>				
	<ul style="list-style-type: none"> <li><b>Language Arts</b> – Read and write words / phrases in Spanish</li> <li>Use children’s literature to provide a meaningful context to learn language</li> <li>Predict the pattern of a story</li> <li><b>Social Studies</b> – Identify Mexico on a map and recognize flag</li> </ul>	<ul style="list-style-type: none"> <li><b>Language Arts</b> – Read and write words / phrases in Spanish</li> <li>Create simple sentences in Spanish</li> <li><b>Social Studies</b> – Identify Puerto Rico on a map</li> <li>Understand the concept of the <i>Táinos</i> and their traditions in Puerto Rico</li> <li>Recognize the use of symbols to convey</li> </ul>	<ul style="list-style-type: none"> <li><b>Language Arts</b> – Read and write words / phrases in Spanish</li> <li>Create simple book in Spanish</li> <li>Use authentic children’s literature from target culture to provide a meaningful context to learn language and culture</li> <li>Express personal</li> </ul>	<ul style="list-style-type: none"> <li><b>Language Arts</b> – Read and write words / phrases in Spanish</li> <li>Create a more complex book in Spanish</li> <li>Communicate ideas through the creation of an individual book</li> <li><b>Social Studies</b> – Identify and describe the geography, flora and fauna of Puerto Rico</li> </ul>	<ul style="list-style-type: none"> <li><b>Language Arts</b> – Read and write words / phrases in Spanish</li> <li>Dramatize a based on children’s book</li> <li>Select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</li> </ul>

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
	<ul style="list-style-type: none"> <li>Understand the traditions and celebrations of Mexico</li> <li><b>Science</b> – Understand the life cycle of monarch butterflies</li> <li><b>Math</b> – Recognize shapes</li> <li>Explore the concept of symmetry</li> <li>Use ordinal numbers and sequencing</li> <li>Identify numbers 0-10</li> <li><b>Physical Ed</b>- Play charades</li> <li><b>Music</b> – Sing a variety of songs</li> <li><b>Art</b> – Observe and recreate traditional sugar skulls</li> <li><b>Technology</b> – Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI, weather websites in the target language and Journey North website</li> </ul>	<ul style="list-style-type: none"> <li>meaning as a form of written language</li> <li><b>Science</b> – Learn about some of the weather in Puerto Rico</li> <li><b>Math</b> – Review numbers 1-9</li> <li>Describe calendar in Spanish</li> <li><b>Physical Ed</b>- Play a version of twister using a large shower curtain calendar</li> <li><b>Music</b> – Sing a variety of songs</li> <li><b>Art</b> – Create a <i>Guanín</i> Necklace</li> <li>Observe and recreate traditional <i>piñatas</i></li> <li><b>Technology</b> –Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI, weather websites in the target language</li> </ul>	<ul style="list-style-type: none"> <li>information through writing</li> <li><b>Social Studies</b> – Identify and describe the flag of Puerto Rico</li> <li>Understand the traditions and celebration of <i>Carnaval</i> in Puerto Rico</li> <li><b>Math</b> – Describe calendar in Spanish</li> <li><b>Physical Ed</b>- Dance the Salsa and dance to <i>Vejigante</i> Chants</li> <li><b>Music</b> – Sing a variety of songs</li> <li><b>Art</b> – Observe and recreate traditional <i>vejigante</i> masks</li> <li><b>Technology</b> – Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI, weather websites in the target language</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate a map of Puerto Rico</li> <li>Demonstrate an understanding about culture symbols of a people; ie. el coquí</li> <li><b>Science</b> – Identify various flora and fauna of Puerto Rico</li> <li><b>Math</b> – Describe calendar in Spanish</li> <li><b>Physical Ed</b>- Acting out gestures for words</li> <li><b>Music</b> – Sing a variety of songs</li> <li><b>Art</b> – Illustrate both individual and class books</li> <li><b>Technology</b> –Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI, weather websites in the target language, and Photo Story</li> </ul>	<ul style="list-style-type: none"> <li><b>Social Studies</b> – Identify the tropical fruits of the Caribbean and the non-tropical fruits of CT</li> <li><b>Science</b> – Describe the changes in organisms, such as butterflies, as they undergo metamorphosis</li> <li><b>Math</b> – Practice numbers</li> <li>Classification of fruits</li> <li>Describe calendar in Spanish</li> <li><b>Physical Ed</b>- Acting out gestures for words</li> <li><b>Music</b> – Sing a variety of songs</li> <li><b>Art</b> – Create a face made of fruit</li> <li><b>Technology</b> – Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI, weather websites in</li> </ul>

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
					the target language
Standard	<b>Comparisons – Students will demonstrate an understanding of the nature of language and culture through comparisons of Spanish to their native language and culture.</b>				
	<ul style="list-style-type: none"> <li>Recognize the similarities and differences in the sound system between Spanish and in English</li> <li>Recognize the differences in the sound system in Spanish</li> <li>Compare names in Spanish to native names</li> <li>Recognize punctuation differences</li> <li>Compare word order in simple phrases and expressions</li> <li>Compare and contrast rural life in Mansfield with rural life in Mexico</li> <li>Compare and contrast the celebration of Day of the Dead and Thanksgiving</li> </ul>	<ul style="list-style-type: none"> <li>Recognize differences in writing systems comparing the symbols of the <i>Tainos</i> and Spanish</li> <li>Compare the weather in Puerto Rico and in CT</li> <li>Compare and contrast the words of the days of the week and class names in English and Spanish</li> <li>Compare and contrast the traditions and celebration of winter holidays with Las Posadas</li> <li>Compare and contrast the use of <i>piñatas</i> during Las Posadas vs. other holidays both in USA and Mexico</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the differences in how language is expressed differently to convey the same meaning (<i>Gustar</i>)</li> <li>Compare and contrast the influence of salsa the food and salsa the dance to the USA</li> <li>Compare and contrast how salsa the dance has influenced dances of the USA</li> <li>Compare and contrast how the food salsa has influenced the food of the USA</li> <li>Compare and contrast the celebrations and traditions of <i>Carnaval</i> in the USA and Puerto Rico</li> </ul>	<ul style="list-style-type: none"> <li>Compare the weather and geography in Puerto Rico and in CT</li> <li>Compare and contrast national symbols</li> <li>Compare and contrast the flag of the USA, Puerto Rico and Cuba</li> <li>Recognize how to use sentence starters in both English and Spanish to create sentences</li> <li>Demonstrate an awareness of the Spanish phonetic system</li> <li>Compare and contrast the song <i>Plátanos y Manzanas</i> in English and Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the book <u>The Hungry Caterpillar</u> in English and Spanish</li> <li>Compare and contrast tropical fruits and non-tropical fruits</li> <li>Compare and contrast the fruits of the Caribbean and CT</li> <li>Develop listening and speaking skills on a range of topics to facilitate reading skills.</li> <li>Recognize the differences in how language is expressed differently to convey the same meaning (<i>Tener</i> expressions)</li> </ul>
Standard	<b>Communities – Students use Spanish both within and beyond the school setting</b>				

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
	<b>as well as use Spanish for personal enjoyment and enrichment.</b>				
	<ul style="list-style-type: none"> <li>• Classroom Memory and Go Fish Games</li> <li>• Greetings Door Hanger to hang at home</li> <li>• <i>Pin, Pon, Papas</i> Game</li> <li>• Sending paper butterflies to Mexico</li> <li>• Describe and share sugar skulls</li> <li>• Participate in school-wide assemblies</li> <li>• Display work on bulletin boards</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and wear <i>Guanín</i></li> <li>• Post Specials Schedule in Spanish at home</li> <li>• Share <i>Posadas</i> Book with family</li> <li>• Describe <i>Piñata</i> to family members</li> <li>• Participate in school-wide assemblies</li> <li>• Display work on bulletin boards</li> </ul>	<ul style="list-style-type: none"> <li>• Share both class book and individual book about likes and dislikes; post on school website/Spanish Wiki or have available in school library</li> <li>• Share recipe for Tostones</li> <li>• Share recipe for salsa</li> <li>• Describe <i>Vejigante</i> Masks</li> <li>• Share chants</li> <li>• Participate in school-wide assemblies</li> <li>• Display work on bulletin boards</li> </ul>	<ul style="list-style-type: none"> <li>• Share both class book and individual book about Puerto Rico; post on school website/Spanish Wiki or have available in school library</li> <li>• Share recipe for <i>Tostones</i></li> <li>• Participate in school-wide assemblies</li> <li>• Display work on bulletin boards</li> </ul>	<ul style="list-style-type: none"> <li>• Share head of fruits with family</li> <li>• Share performance of The Hungry Caterpillar (DVD) as well as post performances on school websites</li> <li>• Participate in school-wide assemblies</li> <li>• Display work on bulletin boards</li> </ul>



## Mansfield Public Schools – Spanish Language Program Curriculum Map – Grade 3

### Language and Culture of Central America

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
Continuous Language Focus	<p style="text-align: center;">Calendar with month songs, weather, numbers</p> <p style="text-align: center;">Passport review through each country studied by filling out passport</p> <p style="text-align: center;">Review of previous language functions and with warm-ups</p>				
Themes	Classroom Passwords  Family in El Salvador  Clothing in Guatemala	Feelings in Guatemala	Daily Life in Nicaragua	Tropical Fruits and Animals in Honduras	The Rainforest of Costa Rica
Standard	<p style="text-align: center;"><b>Communication - Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</b></p>				
Vocabulary	Classroom Materials and Phrases  Courtesy Words  Review of: Family, Fruits, Weather expressions  Age  Feelings ( <i>Tengo</i> )  Clothing	Silly Billy/ <i>Tonto Tonito</i> story vocabulary  Review of:  Feelings ( <i>Estoy</i> ), Clothing, Colors, Parts of Head, Weather  Addition of new clothing words  Guatemala Map,	Time expressions on the hour and half hour  Parts of the Day  Numbers 0-60  Meals  Daily Routine Verbs (3 <sup>rd</sup> person singular)  Review of:	Animals of the Rainforest  Tropical Fruits  Prepositions  Review of:  Days of the Week, Numbers, Ordinal numbers	Rain forest layers & animals (expansion)  Animal Classifications  Description Words  Animal Actions  Costa Rica Map, Geography, and Flag Descriptions

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
	Colors  <u>La Viejecita</u> Story Vocab  El Salvador Map, Geography, and Flag Descriptions	Geography, and Flag Descriptions	Ordinal Numbers  Nicaragua Map, Geography, and Flag Descriptions	Honduras Map, Geography, and Flag Descriptions	
Language Functions	Es...(objects)  Pásame...(objects)  Necesito...(objects)    Está ... de ...(compass rose)  Tiene...(symbols/shapes)  Es...(Colors)  Me gusta...(fruit)  Tengo ... años(numbers)  Hace...(weather)    Tengo....(expressions)	Estoy...(feelings)  Está / Hace...(weather)    Lleva...(clothing)  Adjective/Noun Placement   Está ... de ...(compass rose)  Tiene...(symbols, shapes)  Es...(colors)	Son las... de la...(time and parts of day)  Es la...de la.....(time and parts of day)  Por la...(parts of day)  Sentences using daily routine verbs  Está ... de ...(compass rose)  Tiene...(symbols, shapes)  Es...(colors)	Es...(animals, fruits, size)  Está ... de ... (prepositions)    El ... le dio... (days of the week, numbers and fruits)  Me gusta...  Me gustan...	Vive en...(layers)  Es...(animals, fruits, size animal families)  Tiene...(animal, body parts)    Está ... de ...(compass rose)  Tiene...(symbols, shapes)  Es...(colors)
Assessment Tools and	• Play Classroom board game (R & S)	• Listen to and predict pattern of the story	• Demonstrate comprehension of	• Listen to, imitate and use correct gestures	• Listen to, imitate and use correct gestures

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
<p>Activities</p> <p>Includes Reading, Writing, Speaking, and Listening</p>	<ul style="list-style-type: none"> <li>Express wants and needs by asking for different classroom objects (S, L)</li> <li>Listen to, imitate and use correct gestures in songs (L, S)</li> <li>Present Chicken Bus descriptions (R, W, S, L)</li> <li>Recite and act out authentic Hispanic poem “<i>A Tapar la Calle</i>” (R, L, S)</li> <li>Compose a original song reflecting family (W, R, S, L)</li> <li>Perform the play <i>La Viejecita</i> (S, L)</li> </ul>	<ul style="list-style-type: none"> <li><i>Tonto Tonito</i> (L, S)</li> <li>Express understanding of vocabulary through the use of games; i.e. Around the World, <i>Matamoscas</i>, <i>Cuál Falta</i> (R, S, L)</li> <li>Create and describe worry dolls to peers (S, L, R, W)</li> <li>Demonstrate an understanding of noun/color agreement (W, R)</li> </ul>	<ul style="list-style-type: none"> <li>time expressions with individual clocks (L)</li> <li>Express time of day in a pictured activity (S, L)</li> <li>Listen to and provide missing information in pairs to create a complete daily schedule of <i>Cristian</i> (L, S, R, W)</li> <li>Describe personal daily routine (S, L, R, W)</li> <li>Express time on the hour and half hour (S, L, R, W)</li> <li>Create and present individual books about daily life in Nicaragua and US (W, R, L, S)</li> </ul>	<ul style="list-style-type: none"> <li>in songs and chants to practice fruits and prepositions (L, S)</li> <li>Play “Ten Questions” (20 Questions) to guess the fruit you are thinking of (S, L)</li> <li>Listen to and perform authentic Hispanic song about animals (L, S, R)</li> <li>Create and present a fruit hat to peer (L, S, R, W)</li> <li>Demonstrate an understanding of noun/color agreement (W, R)</li> <li>Perform the play <i>Miranda y el Día para Bailar</i> (S, L)</li> </ul>	<ul style="list-style-type: none"> <li>in songs and chants to practice rainforest levels and animal action words (L, S)</li> <li>Play “Ten Questions” (20 Questions) to guess the animal you are thinking of (S, L)</li> <li>Create and present Mad Libs about animals and habitat (W, R, L, S)</li> <li>Demonstrate understanding of animal classification, movements, and levels through use of riddles (W, R, S, L)</li> <li>Create and present poem about rainforest animal and conservation (W, R, L, S)</li> </ul>
Standard	<p><b>Cultures – Students will demonstrate an understanding of the relationship between the practices and perspectives of the different Hispanic cultures</b></p>				
<p>Practices and Perspectives</p> <p>Products and</p>	<ul style="list-style-type: none"> <li>Identify and describe classroom objects within authentic pictures of Central American classroom</li> <li>Identify and describe the flag of El Salvador</li> <li>Recognize geography and</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the flag of Guatemala</li> <li>Identify, discuss and create a Guatemalan Worry Dolls</li> <li>Demonstrate an understanding of the legend of the Worry</li> </ul>	<ul style="list-style-type: none"> <li>Compare the daily activities, food and clothing of a child in Nicaragua with a child from CT</li> <li>Compare the times of day activities are done</li> </ul>	<ul style="list-style-type: none"> <li>Compare the tropical fruits with non-tropical fruits</li> <li>Demonstrate an understanding about how people transport goods; i.e. using basket on</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the rainforest ecology</li> <li>Formulate an understanding about how <i>Adivinanzas</i> are used in the target culture</li> </ul>

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
Perspectives	weather conditions in El Salvador • Identify tropical fruits in El Salvador • Understand the purpose of a Chicken Bus and the relevance of its name • Create and describe a model of a Chicken Bus	Doll in Guatemala and how it is enjoyed by the peer group in the target culture • Describe and identify different parts of the flag of Guatemala • Compare the weather in Guatemala and CT	Describe and identify different parts of the flag of Nicaragua • Compare the weather in Nicaragua and CT • Compare how some daily activities are performed; i.e. alarm clock vs. rooster	head to transport fruits • Experience tropical fruits of Honduras • Describe and identify different parts of the flag of Honduras • Compare the weather in Honduras and CT	Gain an understanding about life in Costa Rica through authentic pictures • Describe and identify different parts of the flag of Costa Rica • Compare the weather in Costa Rica and CT
Standard	<b>Connections – Students will reinforce and further their knowledge of the other disciplines through Spanish</b>				
	• <b>Language Arts</b> –Read and write phrases and simple sentences in Spanish • Predict the sequence of events • Retell the story through use of story mapping technique • Dramatize an original story • Use children’s literature to provide a meaningful context to learn language • <b>Social Studies</b> –Find El Salvador on a map and describe its location	• <b>Language Arts</b> – Read and write phrases and simple sentences in Spanish • Predict the outcome of a story • Use children’s literature to provide a meaningful context for language • <b>Social Studies</b> – Find Guatemala on a map and describe its location • Understand the tradition of Worry Dolls • <b>Science</b> – Compare and contrast the weather of Guatemala	• <b>Language Arts</b> – Read and write sentences in book form • Compare and contrast daily lives of students from US and Nicaragua • <b>Social Studies</b> – Find Nicaragua on a map and describe its location • Compare and contrast the ways of life in Nicaragua and CT • <b>Science</b> – Compare and contrast the weather of Nicaragua • <b>Math</b> – Practice time on	• <b>Language Arts</b> – Read and write silly sentences • Dramatize an original story • Use children’s literature to provide a meaningful context for language • <b>Social Studies</b> – Find Honduras on a map and describe its location • Recognize the influence of locations and weather with the fruits that grow	• <b>Language Arts</b> –Read and write animal poems • Recite rhymes • <b>Social Studies</b> – Find Costa Rica on a map and describe its location • Understand the need to protect the rainforest • <b>Science</b> – Compare and contrast the weather of Costa Rica • Examine the ecology and layers of rainforest • <b>Math</b> – Classify animals

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
	<ul style="list-style-type: none"> <li>• <b>Science</b> – Compare and contrast the weather of Guatemala</li> <li>• <b>Math</b> – Match words with picture in memory game</li> <li>• <b>Physical Ed</b> -Act out gestures for words</li> <li>• <b>Music</b> – Sing a variety of songs in Spanish</li> <li>• <b>Art</b> – Observe and recreate traditional Chicken buses</li> <li>• <b>Technology</b> Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI &amp; weather websites in the target language</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Math</b> - Match puzzle-type shapes of the individual country onto a map outline of Central America</li> <li>• <b>Physical Ed</b>- Use motor planning to create authentic doll</li> <li>• <b>Music</b> - Sing a variety of songs in Spanish</li> <li>• <b>Art</b> – Observe and recreate traditional Worry Dolls</li> <li>• <b>Technology</b> – Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI &amp; weather websites in the target language</li> </ul>	<ul style="list-style-type: none"> <li>the hour and half hour</li> <li>• Identify and recognize number 0-60</li> <li>• Classify activities by time of day</li> <li>• <b>Physical Ed</b>- Play charades</li> <li>• <b>Music</b> – Sing a variety of songs</li> <li>• <b>Art</b> – Illustrate book</li> <li>• <b>Technology</b> – Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI, &amp; websites in the target language</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science</b> – Compare and contrast the weather of Honduras</li> <li>• <b>Math</b> – Classify fruits into tropical and non-tropical fruits</li> <li>• Solve a word problem in Spanish</li> <li>• <b>Physical Ed</b>- Dance a traditional dance</li> <li>• <b>Music</b> – Demonstrate rhythm of authentic songs through choral recitation</li> <li>• <b>Art</b> – Illustrate silly sentences and create a fruit hat</li> <li>• <b>Technology</b> – Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and activities, Spanish WIKI and weather websites</li> </ul>	<ul style="list-style-type: none"> <li>based on animal families and layers of rainforest</li> <li>• <b>Physical Ed</b>- Use movements to demonstrate understanding of action verbs</li> <li>• <b>Music</b> – Sing a variety of songs in Spanish</li> <li>• <b>Art</b> – Illustrate the animal poem using the concepts of background, foreground and space</li> <li>• <b>Technology</b> – Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI, and weather websites in the target language</li> </ul>
Standard	<p align="center"><b>Comparisons – Students will demonstrate an understanding of the nature of language through comparisons of Spanish to their native language</b></p>				

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
	<ul style="list-style-type: none"> <li>Recognize the similarities and differences in the sound system between Spanish and English</li> <li>Compare and contrast the weather in El Salvador and CT</li> <li>Compare word order in phrases and expressions</li> <li>Compare the different modes of transportation used in the US and El Salvador in daily life</li> <li>Compare the book <i>La Viejecita</i> both in Spanish and English</li> </ul>	<ul style="list-style-type: none"> <li>Compare traditions children in the target culture and USA; i.e. tooth fairy, worry dolls</li> <li>Recognize the differences in how language is expressed differently to convey the same meaning (<i>Tener</i> expressions)</li> <li>Compare and contrast how word endings change based on gender</li> <li>Compare the weather in Guatemala and CT</li> </ul>	<ul style="list-style-type: none"> <li>Compare the daily activities, food and clothing of a child in Nicaragua with a child from CT</li> <li>Compare the times of day activities are done</li> <li>Compare the weather in Nicaragua and CT</li> <li>Compare how some daily activities are performed; i.e. Alarm Clock vs. Rooster</li> <li>Recognize the similarities and differences in the representation of environment sounds; i.e. sound of rooster – <i>Qui-quirri-qui</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare the tropical fruits with non-tropical fruits</li> <li>Demonstrate an understanding about how people transport goods; i.e. using basket on head to transport fruits</li> <li>Compare and contrast the flavors of tropical fruits vs. non-tropical fruits</li> <li>Compare the use of articles before days of the week in Spanish and English</li> <li>Recognize examples of cognates in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Compare the weather in Costa Rica and CT</li> <li>Compare rhymes like “See You Later, Alligator” with Spanish equivalents “<i>Hasta Mañana, Iguana</i>”</li> <li>Use rhymes, songs, or tongue twisters to practice the sound system</li> <li>Recognize examples of cognates in Spanish</li> <li>Recognize the influence of dances borrowed from the target culture</li> </ul>
Standard	<p align="center"><b>Communities – Students use Spanish both within and beyond the school setting</b></p> <p align="center"><b>as well as use Spanish for personal enjoyment and enrichment</b></p>				
	<ul style="list-style-type: none"> <li>Describe Chicken Bus at home</li> <li>Share personal songs about family and poem</li> <li>Perform of <i>La Viejecita</i> (DVD)</li> <li>Participate in school- wide assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Describe the Worry Dolls</li> <li>Share legend of Worry Dolls with family</li> <li>Complete tasks on coupons to demonstrate learning at home</li> <li>Participate in school-wide</li> </ul>	<ul style="list-style-type: none"> <li>Teach family members how to tell time in Spanish</li> <li>Share book about self and <i>Cristian</i></li> <li>Complete tasks on coupons to demonstrate learning</li> </ul>	<ul style="list-style-type: none"> <li>Describe the fruit hat</li> <li>Share Silly Sentences</li> <li>Share performance of Miranda (DVD)</li> <li>Complete tasks on coupons to demonstrate learning at home</li> </ul>	<ul style="list-style-type: none"> <li>Share rainforest poems</li> <li>Share Mad Libs</li> <li>Complete tasks on coupons to demonstrate learning at home</li> <li>Participate in school- wide assemblies</li> </ul>

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
	<ul style="list-style-type: none"> <li>• Display work on bulletin boards</li> </ul>	<ul style="list-style-type: none"> <li>assemblies</li> <li>• Display work on bulletin boards</li> </ul>	<ul style="list-style-type: none"> <li>at home</li> <li>• Participate in school-wide assemblies</li> <li>• Display work on bulletin boards</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in school-wide assemblies</li> <li>• Display work on bulletin boards</li> </ul>	<ul style="list-style-type: none"> <li>• Display work on bulletin boards</li> </ul>

## Mansfield Public Schools – Spanish Language Program Curriculum Map – Grade 4

### Language and Culture of South America

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
Continuous Language Focus	<p>Calendar with month songs, weather, numbers</p> <p>Passport review through each country studied</p> <p>Review of previous language functions and with warm-ups</p>				
Themes	<p>Passwords</p> <p>Independence Day in Chile</p> <p>Sports and Activities in Chile and Argentina</p>	<p>Thanksgiving Day</p> <p><i>Ekeko</i> from Bolivia</p>	<p><i>Quipu</i> and musical instruments from the Andes in Ecuador</p>	<p>Geography of Perú</p> <p><i>Carnaval</i> in Perú</p>	<p><i>Arpilleras</i> from Perú</p> <p><i>Arepas</i> in Colombia &amp; Venezuela</p>
Standard	<p><b>Communication-Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</b></p>				
Vocabulary	<p>Chilean Independence Day</p> <p>Activities/Sports</p> <p>Seasons</p> <p>South American soccer chants</p>	<p>Thanksgiving foods</p> <p>Things to be thankful for</p> <p><i>Ekeko</i> symbols</p> <p>Needs for a good life</p> <p>Clothing</p>	<p>Alphabet</p> <p>Numbers</p> <p>Birthdays</p> <p>Musical Instruments from Andes and US</p> <p>Materials used to make</p>	<p>Biomes</p> <p>Weather</p> <p>Animals</p> <p>Geography</p> <p>Family</p>	<p><i>Arpilleras</i></p> <p>Ordinal Numbers</p> <p>Sequencing Words</p> <p>Action words for cooking</p> <p>Food/Ingredients</p>



	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
		Colors  Numbers by 10 to 100	musical instruments  Body Parts	Feelings  Daily Routines  Time (Whole Clock)  Clothing  Musical Instruments	Kitchen Tools
Language Functions	<i>¿Cuándo vamos a ... ?</i> (activities)  <i>Vamos a ...</i> (activities)  <i>Me gusta...</i> (sports)  <i>No me gusta...</i> (sports)  <i>Me encanta...</i> (sports)  <i>Me llamo...</i> (name)  <i>Tengo... años</i> (age)  <i>Soy de...</i> (country of origin)  <i>Me gusta ... en ...</i> (sports, seasons)	<i>Doy gracias por...</i> (things to be thankful for)  <i>Pásame...</i> (food)  <i>Me gusta...</i> (food)  <i>No me gusta...</i> (food)  <i>Es para...</i> (family)  <i>Necesito...</i> (market objects)  <i>¿Cuánto cuesta...?</i> (market objects)  <i>Cuesta...</i> (numbers/money)  <i>Mi Ekeko tiene...</i> (objects)  <i>Mi Ekeko lleva...</i> (clothing)	<i>Mi cumpleaños es el...de ...</i> (date)  <i>Tengo ...años</i> (age)  <i>Toco...</i> (musical instrument)  <i>Se toca con...</i> (body parts)  <i>Está hecho de...</i> (materials)  <i>Es...</i> (size, color)	<i>Vivo en...</i> (region)  <i>Hace/Está...</i> (weather)  <i>...vive(n) en...</i> (animals, biomes)  <i>En ...hay ...</i> (biome, objects)  <i>Toca...</i> (instruments)  <i>Necesito...</i> (actions)	Sentences using sequencing words, action words, cooking objects  <i>Me gusta...</i> (food)  <i>Vamos a...</i> (action words)
Assessment	<ul style="list-style-type: none"> <li>Play Classroom board game (S, L)</li> </ul>	<ul style="list-style-type: none"> <li>Perform <i>El Dia de Gracias</i> song, matching foods</li> </ul>	<ul style="list-style-type: none"> <li>Play “Sparkle/Estrella” to demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>Classify weather and animals based on</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize prior knowledge to create</li> </ul>

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
<p>Tools and Activities</p> <p>Includes Reading, Writing, Speaking, and Listening</p>	<ul style="list-style-type: none"> <li>Request classroom objects using <i>Pásame... / Necesito...</i> (S, L)</li> <li>Perform Reader's Theater based on <i>Cuando es la Fiesta?</i> Book (R, S, L)</li> <li>Interview peer to obtain personal information (S, R, L)</li> <li>Create sports trading cards with personal information (R, W)</li> <li>Listen to, imitate, and use gestures in songs and chants (S, L)</li> <li>Describe favorite activities at home and at school during the different seasons of the year (S, L)</li> <li>Use soccer game related commands to participate in a soccer game (S, L)</li> </ul>	<ul style="list-style-type: none"> <li>with pictures/props (S, L)</li> <li>Role-play market dialog to use language to meet needs (S, R)</li> <li>Recreate an authentic market situation using cultural practices (S, R, L, W)</li> <li>Identify necessity and need based on their perceptions of what is important in life (S, L, W, R)</li> <li>Exchange essential information about products in market (S, L)</li> <li>Recognize different ways to address someone (S, L)</li> <li>Create and describe <i>Ekeko</i> (S, L, R, W)</li> </ul>	<ul style="list-style-type: none"> <li>understanding of alphabet in target language (S, L)</li> <li>Create and describe a personal <i>Quipu</i> (S, L)</li> <li>Identify birthday and age of classmates by decoding the <i>Quipu</i> (S, L)</li> <li>Perform <i>El Juego Chirimbolo</i> with appropriate gestures (S, L)</li> <li>Exchange information about musical instruments, how they are played and what they are made from (S, L, W, R)</li> <li>Create a postcard describing a favorite Andean instrument (R, W)</li> </ul>	<ul style="list-style-type: none"> <li>where they live by completing a graphic organizer (W, R, L, S)</li> <li>Perform short conversational skit about life in the different regions/biomes of Perú; i.e. Nick News Report (S, L, W, R)</li> <li>Synthesize vocabulary and structures from current and past units to create silly sentences (S, L, R, W)</li> <li>Express understanding of vocabulary through the use of games; i.e. Around the World, <i>Matamoscas, Cual Falta</i> (R, S, L)</li> <li>Perform <i>Por Fin es Carnaval</i> story (S, R)</li> </ul>	<ul style="list-style-type: none"> <li>description about the scene in an <i>Arpillera</i></li> <li>Create and describe an original <i>Arpillera</i> (S, W)</li> <li>Demonstrate comprehension of action words through gestures (S, L)</li> <li>Listen to, imitate, and use gestures in songs and chants (S, L)</li> <li>Sequence <i>Arepa</i> recipe steps (S, R)</li> <li>Perform a cooking show to create <i>Arepas</i></li> <li>Compose an <i>Arepa</i> recipe book (R, W)</li> </ul>
Standard	<p><b>Cultures- Students will demonstrate an understanding of the relationship between the practices and perspectives of the different Hispanic cultures</b></p>				
Practices and	<ul style="list-style-type: none"> <li>Understand the traditions of Independence Day</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of the</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss the legend of the condor</li> </ul>	<ul style="list-style-type: none"> <li>Create and describe an <i>Arpillera</i></li> </ul>

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
<p>Perspectives</p> <p>Products and Perspectives</p>	<ul style="list-style-type: none"> <li>Experience the authentic food of the holiday; i.e. <i>Empanadas</i> and <i>Chicha Morada</i></li> <li>Recognize the importance of soccer in South America</li> <li>Describe the various jerseys of South American teams</li> <li>Describe and identify the flags of Chile and Argentina</li> <li>Compare the SA soccer jerseys with the SA flags</li> <li>Rehearse team chants as part of the soccer experience</li> <li>Compare the weather and seasons in SA and US</li> </ul>	<ul style="list-style-type: none"> <li>of <i>Ekekos</i> and the <i>Alacitas Fair</i></li> <li>Make requests in a variety of different social situations; i.e. understand art of bargaining at the market</li> <li>Understand the significance of specific symbols – the necessities of life</li> <li>Use bolivianos to make market purchases</li> <li>Design an <i>Ekeko</i> using traditional clothing</li> <li>Describe and identify the parts of the flag of Bolivia</li> </ul>	<ul style="list-style-type: none"> <li><i>Quipu</i> and what it was used for</li> <li>Understand the natural influence on the materials on the instruments of the Andes</li> <li>Compare the traditional instruments of the Andes with the instruments played at school</li> <li>Rehearse and perform an authentic children's activity; i.e. <i>El Juego Chirimbolo</i></li> <li>Compare the animals, weather and regions of Perú</li> <li>Describe and identify the parts of the flag of Ecuador</li> </ul>	<ul style="list-style-type: none"> <li>via BirdNote</li> <li>Watch video of alpaca surfing to inspire ideas for silly sentences</li> <li>Explore the traditions of <i>Carnaval</i> in Perú</li> <li>Read and experience the traditions reflected in the book <i>Por Fin es Carnaval</i></li> <li>Compare <i>Carnaval</i> in Puerto Rico and Perú as well as the USA</li> <li>Describe and identify the parts of the flag of Perú</li> <li>Recite authentic Spanish tongue twister; i.e. Pepe Pecas</li> </ul>	<ul style="list-style-type: none"> <li>Recreate a cooking demonstration based on an authentic Venezuelan cooking show</li> <li>Experience an authentic dish of Perú, Colombia and Venezuela</li> <li>Compare US children's first foods with that of their peers in Venezuela and Colombia via the authentic <i>Arepa Abril</i> video</li> <li>Compare the staple foods between the US and Venezuela/Colombia</li> <li>Describe and identify the flags of Venezuela and Colombia</li> </ul>
Standard	<b>Connections- Students will reinforce and further their knowledge of the other disciplines through Spanish</b>				
	<ul style="list-style-type: none"> <li><b>Language Arts</b> - Recognize repetition and pattern in an authentic story</li> <li>Use children's literature to provide a meaningful context to learn language and culture</li> <li><b>Social Studies</b> – Identify</li> </ul>	<ul style="list-style-type: none"> <li><b>Language Arts</b> - Incorporate descriptive writing in the context of the <i>Ekeko</i></li> <li><b>Social Studies</b> – Identify Bolivia on a map and recognize flag</li> <li>Understand the traditions</li> </ul>	<ul style="list-style-type: none"> <li><b>Language Arts</b> – Use a variety of strategies to create a list of words to demonstrate an understanding of the alphabet; i.e. Scattergories</li> </ul>	<ul style="list-style-type: none"> <li><b>Language Arts</b> – Read and write complex sentences in Spanish</li> <li>Dramatize a story based on an authentic book</li> <li>Use graphic organizer</li> <li><b>Social Studies</b> – Identify Perú on a map and</li> </ul>	<ul style="list-style-type: none"> <li><b>Language Arts</b> – Read and write words / phrases in Spanish</li> <li>Describe the scene within an original <i>Arpillera</i></li> <li>Dramatize a recipe based on a cooking</li> </ul>

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
	<p>Chile and Argentina on a map and recognize flags</p> <ul style="list-style-type: none"> <li>• Understand the traditions and celebrations of Chile and Argentina</li> <li>• <b>Science</b> – Compare and contrast seasons in the northern and southern hemispheres</li> <li>• Relate seasonal weather patterns to appropriate choices of clothing and activities</li> <li>• <b>Math</b> – Use Venn Diagram to compare and contrast the traditions and celebration of Independence Day in Chile and USA</li> <li>• <b>Physical Ed</b>- Participate in a soccer game</li> <li>• <b>Music</b> – Sing a variety of songs</li> <li>• <b>Art</b> – Illustrate page in passport to reflect important items in unit</li> <li>• <b>Technology</b> – Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and</li> </ul>	<p>and celebrations of Bolivia</p> <ul style="list-style-type: none"> <li>• Compare the traditions of Thanksgiving in the USA and the traditions of being thankful in Bolivia</li> <li>• Demonstrate an understanding about some of the cultural practices within a market setting</li> <li>• <b>Science</b> – Compare the weather in Bolivia and CT</li> <li>• <b>Math</b> – Make change in a market setting</li> <li>• Count foreign currency</li> <li>• Demonstrate number concept through bargaining</li> <li>• <b>Physical Ed</b>- Act out word/phrase with gestures</li> <li>• <b>Music</b> – Sing a variety of songs</li> <li>• <b>Art</b> – Create an <i>Ekeko</i></li> <li>• <b>Technology</b> – Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and learning activities,</li> </ul>	<p>Demonstrate letter writing skills via the postcard</p> <ul style="list-style-type: none"> <li>• <b>Social Studies</b> – Identify Ecuador on a map and recognize flag</li> <li>• Explore the ancient tradition of using a <i>Quipu</i></li> <li>• Demonstrate an understanding of how environment influences music</li> <li>• <b>Science</b> – Distinguish between natural and synthetic materials</li> <li>• <b>Math</b> – Express all times on the clock</li> <li>• Use symbols to express number values</li> <li>• <b>Physical Ed</b>- Participate in an authentic children's song/dance</li> <li>• <b>Music</b> – Sing a variety of songs</li> <li>• <b>Art</b> – Illustrate post card using space and background</li> <li>• <b>Technology</b> – Use a variety of media and technology resources for directed and</li> </ul>	<p>recognize flag</p> <ul style="list-style-type: none"> <li>• Explore the diversity of the geography of Perú</li> <li>• Understand the traditions and celebrations of Perú</li> <li>• <b>Science</b> – Recognize differences among camelids within the camelid family</li> <li>• Describe how natural phenomena and some human activities may cause changes to habitats and their inhabitants</li> <li>• Compare the weather in Perú with CT</li> <li>• <b>Math</b> – Classify animals by region</li> <li>• <b>Physical Ed</b>- Play charades with action words and animals</li> <li>• <b>Music</b> – Sing a variety of songs</li> <li>• <b>Art</b> – Examine many different images of authentic arpilleras</li> <li>• <b>Technology</b> – Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard</li> </ul>	<p>show</p> <ul style="list-style-type: none"> <li>• <b>Social Studies</b> – Identify Venezuela and Colombia on a map and recognize flags</li> <li>• Understand the traditions and of Venezuela and Colombia</li> <li>• <b>Science</b> – Describe differences in the physical properties of solids and liquids</li> <li>• <b>Math</b> – Sequence the steps of a recipe</li> <li>• <b>Physical Ed</b>- Rehearse cooking vocabulary through chanting with gestures</li> <li>• <b>Music</b> – Sing a variety of songs</li> <li>• <b>Art</b> – Observe and recreate traditional <i>Arpilleras</i> using the concepts of background, foreground and space</li> <li>• <b>Technology</b> – Use a variety of media and technology resources for directed and</li> </ul>

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
	learning activities, Spanish WIKI, weather websites in the target language and websites depicting Chilean Independence Day	Spanish WIKI, weather websites in the target language and a monetary exchange website	independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI, , and weather websites in the target language	presentations and learning activities, Spanish WIKI, and weather websites in the target language	independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI, and weather websites in the target language
Standard	<b>Comparisons-Students will demonstrate an understanding of the nature of language and culture through comparisons of Spanish to their native language and culture</b>				
	<ul style="list-style-type: none"> <li>Compare and contrast the celebration, date and traditions of Independence day in Chile and US</li> <li>Recognize the influence of SA soccer on US soccer</li> <li>Compare <i>fútbol</i> and <i>fútbol americano</i></li> <li>Understand the hemispheric differences on the weather of the seasons</li> <li>Recognize the influence of American trading cards from US to SA</li> <li>Compare US sport chants with soccer chants</li> </ul>	<ul style="list-style-type: none"> <li>Compare the food words between the two languages</li> <li>Compare the traditional foods of Thanksgiving</li> <li>Compare the Bolivian <i>Ekeko</i> symbols of a good life with what US students would consider necessary for a good life</li> <li>Compare the market setting in SA with its counterparts in the US</li> <li>Compare the traditions of well-wishing between the two cultures</li> <li>Compare the value of money between the two cultures</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the differences in writing systems; i.e. alphabet</li> <li>Recognize the differences in word order in sentences between English and Spanish</li> <li>Compare the methods of record keeping between the times of the ancient <i>Incas</i> and today</li> <li>Compare US instruments to indigenous instruments of SA</li> <li>Compare <i>El Juego Chirimbolo</i> from Ecuador to The Hokey Pokey of the US</li> </ul>	<ul style="list-style-type: none"> <li>Compare the celebrations of <i>Mardi Gras (in the US) and Carnaval</i></li> <li>Compare the animal life between biomes in the small area of Perú</li> <li>Compare the clothing of Peru and the clothing of the US</li> <li>Compare the time expressions between English and Spanish</li> <li>Use rhymes, songs, and tongue twisters to practice the sound system; i.e. <i>Pepe Pecas</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare the arts of quilt-making and <i>Arpilleras</i></li> <li>Compare word order in sentences between Spanish and English:i.e. noun/adjective vs. adjective/noun</li> <li>Compare the <i>Arepa</i> to similar foods in the US</li> <li>Compare the expressions used before meals;i.e.Enjoy! and <i>Buen Provecho</i></li> <li>Recognize similarities between word parts of the action words in Spanish and English</li> </ul>

	SEPTIEMBRE/OCTUBRE	NOVIEMBRE/DICIEMBRE	ENERO/FEBRERO	MARZO/ABRIL	MAYO/JUNIO
Standard	<p><b>Communities-Students use Spanish both within and beyond the school setting as well as use</b></p> <p><b>Spanish for personal enjoyment and enrichment</b></p>				
	<ul style="list-style-type: none"> <li>• Play a soccer game outside</li> <li>• Perform the story <i>¿Cuándo es la fiesta?</i></li> <li>• Share the <i>¿Cuándo es la Fiesta</i> book</li> <li>• Exchange trading cards with friends and present to families</li> <li>• Participate in school-wide assemblies</li> <li>• Display student work on bulletin boards</li> </ul>	<ul style="list-style-type: none"> <li>• Perform <i>El Dia de Gracias</i> song at the school feast</li> <li>• Request food items in Spanish at the Thanksgiving Day table</li> <li>• Describe the <i>Ekeko</i> and symbols and present as a gift</li> <li>• Participate in school-wide assemblies</li> <li>• Display student work on bulletin board</li> </ul>	<ul style="list-style-type: none"> <li>• Share the significance and translation of a <i>Quipu</i> at home</li> <li>• Complete tasks on coupons to demonstrate learning at home</li> <li>• Send a post card from Ecuador describing favorite musical instrument</li> <li>• Participate in school-wide assemblies</li> <li>• Display student work on bulletin board</li> </ul>	<ul style="list-style-type: none"> <li>• Share silly sentences about animals</li> <li>• Post performance of <i>Por Fin es Carnaval</i> Photo Story on school websites; i.e. Goodwin Groove</li> <li>• Complete tasks on coupons to demonstrate learning at home</li> <li>• Participate in school-wide assemblies</li> <li>• Display student work on bulletin board</li> </ul>	<ul style="list-style-type: none"> <li>• Share and create authentic recipes at home</li> <li>• Describe arpillera and its cultural significance</li> <li>• Post performance <i>Vamos a Cocinar</i> on Wiki</li> <li>• Complete tasks on coupons to demonstrate learning at home</li> <li>• Participate in school-wide assemblies</li> <li>• Display student work on bulletin board</li> </ul>